UNIT OF STUDY

(Pre-AP Bolded) Subject/Course: English Title: Exploring Elements of Fiction (2)

Length: 3 weeks

Topic: Basics of plot, setting, character, and point-of-view Grade: 9 Designer: Ellen Hope

UNIT GOALS AND EXPECTATIONS

IMPORTANT CONCEPTS/UNDERSTANDINGS:

Fiction is a genre of writing that has many elements—plot, setting, character, etc.

Within these elements, there are many differing

factors.

There are three main types of points of view. Clauses are fundamentals of sentence formation. **ESSENTIAL QUESTIONS:**

What is plot?

What is setting?

What is character?

What is point of view?

Why are there different points of view?

How do you differentiate between differing

points of view?

How do these elements of fiction change the

impression of each story?

How do main (independent) clauses and subordinate (dependent) clauses differ?

STUDENT LEARNING EXPECTATIONS:

Ongoing SLEs

R.10.9.23

Explain the use of verbal irony, dramatic irony, and situational irony

R.9.9.5

Draw inferences from a sentence or a paragraph (including conclusions, generalizations, and predictions) and support them with text evidence

Compare and contrast the elements of character, setting, and plot in drama

W.5.9.3

Write expository compositions, including analytical essays and research reports that:

assemble and convey evidence in support of the thesis

R.10.9.7

Identify the concept of persona

R.10.9.20

Identify and define literary terms

R.9.9.1

Connect own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin, to

determine author's purpose

Identify specific ways an author accomplishes purpose, including organization, narrative and persuasive techniques, style, literary forms or genre, portrayal of themes, tone, and intended audiences

W.6.9.1

Use knowledge of types of clauses (main, subordinate)

SPECIFIC DECLARATIVE KNOWLEDGE - What I

know

Define the following: plot, conflict

(external/internal), exposition, complication, climax, denouement, chronological order, flashback, foreshadowing, prediction, voice, diction, omniscient point of view, first-person point of view, third-person limited point of view, persona, unreliable narrator, setting, mood, tone, SPECIFIC PROCEDURAL KNOWLEDGE - What I

need to do

Make predictions

Understand chronological order

Write a description

Use possessive pronouns and pronoun

contractions correctly

Punctuate dialogue correctly

Write an expository essay

imagery
Identify sensory details
Define/understand connotation/denotation
Synthesize information from several sources on a single topic
Understand and use context
Understand Greek and Latin roots
Understand synonyms

Use context clues to infer
Analyze the way tone, voice, persona, and choice
of narrator affect characterization and plot
Analyze plot structure and foreshadowing
Summarize plot
Draw conclusions

UNIT ASSESSMENTS

(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)

Open response for The Cask of Amontillado (give examples of persona or how POV is shown)

Compose an essay/paragraph/short story (page) in 1st person, 3rd person, etc

Write a new ending to The Cask of Amontillado (domain)

Compare/contrast essay over POV (domain)

Literary Elements Test

Irony

Compare/Contrast two sides of an argument (written/domain)

Essay analysis on details used in "It's a Woman's World" by Eavan Boland

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Traditional Assessments:	Other Evidence of Learning:
Quiz/Test over fiction terminology	Bell ringers (responses to literature)
	Chart factors for differentiating between plot,
	setting, characterization
	Double-entry journals (response to literature)
	Annotation
	Microtheme (for rhetoric)

ACTIVITIES AND LEARNING EXPERIENCES	Resources
Unit information: This is a unit that will that will introduce the elements of fiction using short stories. Students will understand these elements and their usage.	LSD 4-step vocab Elements of Literature
Introduction to POV on page 148 along with Power Notes PowerPoint	Power Notes
Bellringers daily to activate prior knowledge, incorporate mini-lessons of grammar, or use as a pre-discussion topic	Smartboard—
Close reading/annotation of beginning of each story before class discussion; short writing/explanation/summary of their take (entrance slip)	3 Little Pigs (versions 1&2)
LSD 4-step vocabulary of omniscient pov, first person narrator, third-person limited POV, voice, diction, persona, unreliable narrator	Max Teaching
Interactive cloze on Power Notes for plot, setting, imagery and POV at separate times throughout the unit.	
Brainstorm what we know about these topics. ABC chart, KWL chart	

Students will learn plot diagram and chart additional stories using it.

Read "The Most Dangerous Game", do plot diagram Annotation, SOAPSTONE discussion on smartboard

Read "Dog Star"; put events in chronological order annotation

Read "The 3 Little Pigs" and "The Real Story of the 3 Little Pigs" Compare/contrast elements of POV with both stories of 3 Little Pigs Use Venn Diagram

Use these short stories as mentor texts for discovery of main (independent) and subordinate (dependent) clauses
Find types of clauses in self-selected texts

Rotating review over elements of fiction: plot, setting, character, theme, POV, irony, etc.

Personal shield: Use knowledge of character to make a shield of student's character...then use the same knowledge to form a shield from a character in self-selected text

Use of Cornell Note-taking throughout

Lit Lab book assessment (container project, newspaper article, collage project, author research, etc)

Show pictures of various types of irony and have students identify

Using knowledge of rhetoric from previous unit, in a group, write a character description for the speaker in the poem, "It's a Woman's World". What might she look like? What kind of work does she do? What are some words in the poem that suggest how she feels about women and their roles? What clue does the title give you about her attitude?

- Analyzing Persona (the character that the audience perceives behind the text)
- --Classroom debate of two sides of argument (Facebook/social networking "Connection Disconnect" from Scholastic Scope and excerpts from "Social Networking: How is Facebook Changing Student Life?" from America Now)—smartboard

Introduction to five canons of rhetoric: invention, arrangement, style, delivery, and memory (Exclusion brainstorming activity)

Everyday Use

America Now: Short Readings from Recent Periodicals

Writing analysis to text based on each canon of rhetoric (texts from Everyday Use, 100 Great Essays, America Now)		
Career Connections		
Author, journalist, editor		